School of Education Conceptual Framework

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code:

Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

Preparing Individuals to be Leaders and Practitioners

The Developmental Psychopathology: Diagnosis, Intervention, and Prevention course is one of a series of core courses in the school psychology curriculum designed to train students to become competent practitioners and leaders in the mental health profession in school and non-school settings.

Addressing the Three Themes of the Conceptual Framework

The components that frame our mission for our initial and advanced programs are: (1) Research and Best Practice; (2) Content Knowledge; and (3) Professionalism. These three themes build our conceptual framework.

In the Developmental Psychopathology course, students acquire knowledge about diagnosis, intervention, and prevention based on research, theory, and best practice in the field.

Technology

Students will learn about or become more familiar with technology by doing presentations on mental health topics and prevention programs using computer technology (e.g., power point). Students will also use Blackboard.

Diversity

Students will learn about contexts (e.g., cultural context) and individual differences and how these contexts and individual differences influence or are related to the development and behavior demonstrated by children, adolescents, and adults.
Course Purpose

This course is intended to introduce students to the study of adaptive and maladaptive behaviors and processes across time. Diagnostic nomenclature and educational classification systems will be introduced. Risk and protective factors will be discussed. Students will become familiar with school- and community-based prevention and research-based intervention strategies to address behavioral, emotional, and social difficulties of children and adolescents and to promote children’s and adolescents’ mental health and physical well being.

Course Objectives

1. Students will become familiar with the different models of developmental psychopathology.
2. Students will become familiar with diagnostic and educational classification systems (e.g., DSM-5 IDEIA, and KSDE)
3. Students will be able to identify contextual (home, school, peer, culture, community, and society) factors that interact with the individual to transform the individual’s behavior and the environment.
4. Students will become familiar with biological factors that affect an individual’s behavior.
5. Students will be able to identify multiple risk and protective factors.
6. Students will become knowledgeable about the research related to resilience.
7. Students will develop an understanding of epidemiological issues and developmental precursors associated with various disorders.
8. Students will become familiar with behavioral, emotional, and social difficulties experienced by some children and youth.
9. Students will be exposed to different school- and community-based prevention programs.
10. Students will be able to identify different intervention strategies, including empirically-based interventions, used to address a child’s or adolescent’s behavioral and socio-emotional difficulties and to promote the child’s or adolescent’s mental health and physical well being

Textbooks

Required


Supplementary


Course Requirements

Exams

Two exams will be given over the course of the semester. The exams will be in an essay format. The exams will be closed book and students will not be able to use their notes. Students will be asked to respond to questions that will require them to have factual knowledge of the topics, to integrate material from the readings, lectures, and discussions, and/or to apply their knowledge to practical or real life situations. Each exam will be worth 70 points for a total of 140 points (approximately 60% of the student's grade).
Quizzes

Three quizzes will be given throughout the semester. The quizzes will be in an essay format. The quizzes will be closed book and students will not be able to use their notes. The quizzes will consist of short essay questions addressing the material in the readings. Each quiz will be worth six or seven points for a total of 20 points (approximately 9% of the student’s grade).

Intervention Presentation

Students will pair up and will be responsible for selecting a research-based intervention, preferably an empirically-based intervention, article to address a specific problem or disorder found in children and adolescents. The pair of students will provide the instructor with a copy of their article one week prior to their presentation. The pair of students will present the article and their reaction to the article to the class on the day that the specific problem or disorder is discussed in class. In addition, the pair of students will provide the instructor with a 1-2 page summary of their article, including their reaction to the article, on the day of their presentation. The presentation and summary are worth a total of 30 points (approximately 13% of each student’s grade).

Prevention Project

Students will select a school-based or community-based prevention topic of interest and plan a prevention program based on the topic selected. Students will present their planned prevention program to the class and submit a paper to the instructor based on the presentation. The presentation should include the identifying problem (e.g., school dropout) and a review of the literature regarding the problem, including a rationale as to why a prevention program is needed; epidemiological findings (e.g., prevalence rates, incidence rates, and gender, socioeconomic status, and cultural differences); identification of risk and protective factors; development of a theoretical model to explain the emergence of the identifying problem in the child and/or adolescent population; the target group for the prevention program, timing of the prevention program (i.e., when the program will be implemented); intervention strategies to be used; detailed plans for each session of the prevention program, and plans for follow-up and evaluation of treatment outcomes. The paper will be due on 12/10/15. The presentation and paper are worth a total of 40 points (approximately 17% of the student’s final grade).

Class Participation

Students are expected to attend class, to be on time for class, and to participate in class discussions and activities. Students are expected to read the assignments prior to class so that they can contribute to the classroom discussions and fully participate in the classroom activities. Classroom participation (attendance, on time to class, participation, and assigned readings read before class) is worth a total of 5 points (approximately 2% of each student’s grade).

KSDE/NCATE

"This required course, as approved by School of Education faculty, meets one or more of the standards for accreditation (NCATE) and program approval (KSDE) as stated on the course syllabus. Students successfully completing this course will be prepared to meet the competencies associated with the licensure standards addressed in this course."

KSDE Licensure/Endorsement
(School Psychologist Standards)

Standard #4: [Collaboration for Behavioral Social Emotional Intervention] The school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs, implements interventions to achieve those goals, and evaluates the effectiveness of intervention.

Standard #5: [Diversity] The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected based on individual characteristics, strengths, and needs.
Standard #6: [Knowledge of Education/Safe Schools] The school psychologist has knowledge of general education, special education, and other educational and related services and understands schools and other settings as systems. The school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Standard #7: [Prevention] The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

National Association of School Psychologists Standards

Standard IV (Element 4.2) [Interventions and Mental Health Services to Develop Social and Life Skills] – The school psychologist has knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health. The school psychologist, in collaboration with others, demonstrates skills to use assessment and data-collection methods and implements and evaluates services that support socialization, learning, and mental health.

Standard V (Element 5.1) [School-wide Practices to Promote Learning] – The school psychologist has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health. The school psychologist, in collaboration with others, demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Standard V (Element 5.2) [Preventive and Responsive Services] – The school psychologist has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. The school psychologist, in collaboration with others, demonstrates skills to promote services that enhance learning, mental safety, and physical well-being through protective and adaptive factors and implements effective crisis preparation, response, and recovery.

Standard VII [Diversity] – The school psychologist has knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. The school psychologist demonstrates skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

Statement on Diversity

Diversity relates to but is not limited to the following: age, creed, disability, ethnicity, gender, global perspectives, international background, language background, learning differences, marital status, multicultural perspectives, national origin, public assistance status, race, religion, sex, sexual orientation, and veteran status. Each of these aspects of diversity relate to one’s identity. The University of Kansas values diversity in its student body and believes that the intentional creation of a diverse learning environment is essential to achieving the University’s educational mission. The University fosters a multicultural environment in which the dignity and rights of the individual are respected.

Americans with Disabilities Act and Section 504 of the Rehabilitation Act

“The Academic Achievement & Access Center (AAAC) coordinates accommodations and services for all KU students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted the AAAC, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-4064 (V/TTY).”
Information about the AAAC services can be found at [http://disability.ku.edu](http://disability.ku.edu). Please contact me privately to discuss your needs in this course.

**Professional and Ethical Behavior**

“As a student in this course, you will be expected to complete projects/or assignments that will require you to interact with and/or collect data from other people – from students in schools or agencies, from teachers or administrators, or perhaps from your colleagues in this class. Whenever we gather data from the lives and experiences of other human beings, we must be especially sensitive to the professional and ethical implications of what we are pursuing. Keep in mind that the information you do collect – whether it is collected orally, in writing, through observation, or through existing records or artifacts – is research data. We must adhere to the highest level of professionalism and make every effort to handle data in an ethical manner. Any specific additional details will be provided in class.”

**Academic Misconduct**

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals of forging of signatures; falsification of research results; plagiarizing of another’s work…” (University Senate Rules and Regulations 2.61). If a student has questions regarding academic misconduct, the student should review KU’s University Senate Rules and Regulations 2.61, 2.64, and 2.65.

**Grading Policy**

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<tr>
<th>Course Requirements</th>
<th>Points</th>
<th>% of Course Grade</th>
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<tr>
<td>Exams</td>
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<tr>
<td>Intervention Presentation</td>
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<td>Prevention Project</td>
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<td>Quizzes</td>
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<td>Classroom Participation</td>
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<td>Total Points</td>
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**Grades**

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<th>Letter Equivalent</th>
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<td>140 &amp; Below</td>
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Late Work

All presentations must be presented on their designated dates, except in emergency situations or illness. Credit will not be given for presentations not delivered on their assigned dates. Two points will be deducted each day for late papers up to three days. The points will be deducted before the paper is graded. After three days, the late paper will not be accepted and the student will not receive credit for the paper.